

Emergency Response



Emergency Response

A quick look at one year, 2005, reveals the devastating impact of disasters today. The South Asian tsunami killed over 220,000 people. Hurricanes Stan (in Central America) and Katrina (in the United States) and the ensuing floods and mudslides killed fewer people, but displaced hundreds of thousands from their homes. The earthquake in Pakistan killed an estimated 80,000 people and left 3.5 million homeless. Food crises in Niger and Southern Africa have affected millions.

The number of people affected by natural disasters and complex emergencies since 2000 has increased from the 1990s. Between 2000–04, the average annual number of emergencies reported was 55% higher than during the previous five years, and the number of people affected increased by one-third during this period.¹

Many disasters are naturally occurring phenomena but the causes and impacts are affected by human activity. The ongoing damage to the Earth’s fragile ecosystem and the impacts of climate change have contributed to an increase in the number of natural disasters. Armed conflict has resulted in food shortages and environmental destruction. People and communities deeply entrenched in poverty are the most vulnerable to the destruction and devastation brought on by natural disasters and armed conflict.

Natural disasters themselves cannot be fully prevented, but their impacts can be reduced. Through emergency response, World Vision and other agencies support the relief, rehabilitation and reconstruction efforts of affected communities.



Food distribution in Banda Aceh, Indonesia.

“DISASTERS CAN BE DEFINED AS CRISES THAT OVERWHELM, AT LEAST FOR A TIME, PEOPLE’S CAPACITIES TO MANAGE AND COPE.”²

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¹ World Disasters Report 2005, IFRC Table 1, pp194, tables.

² Anderson M, Woodrow P–Rising from the Ashes: Development Strategies in times of Disaster. Boulder Colorado, USA : Westview Press, 1989.

I. Disasters: Cause and Effect

1. Disasters: Cause and Effect

Natural disasters are growing in frequency around the world. They include severe weather events and their after-effects, such as floods, mudslides and famine, as well as disturbances in the earth's crust, such as earthquakes or volcanic eruptions. **Human-made disasters** may result from conflict, environmental damage or industrial accidents. They can also combine with and magnify natural disasters, as in the case of global warming and drought.

Complex humanitarian emergencies (CHEs) are a special category of emergency, which involve political instability, mass migration, a breakdown in law and order and economic collapse. CHEs generally require more complex international relief efforts that may last years, sometimes decades.

Trends that contribute to disasters

Human activity is at the heart of a number of trends that determine the frequency and severity of disasters. These include:

- Climate change
- Poverty
- Armed conflict
- Population pressure

Climate change

Scientists attribute climate change to the build-up of “greenhouse gases” in our atmosphere, which fuels global warming. These gases are mainly a product of our reliance on fossil fuels—coal, oil and gas—as a source of energy. According to a 2001 report by the United Nations Intergovernmental Panel on Climate Change, the earth's average temperature could rise between 1.4 and 5.8 degrees Celsius over the next 100 years. Average global temperatures rose 0.6 degrees over the past century.

The warming trend will be erratic, with extremes felt toward the North and South Poles. As a result, polar ice melts will raise sea levels. Tens of millions of people are at risk, especially in low-lying deltas such as Bangladesh and small island states.

Other effects include changes in precipitation patterns and a global increase in severe weather events such as blizzards, heat waves, ice storms, hurricanes and drought. Water scarcity is predicted to be an increasing cause of emergencies, including



Children receive blankets following the earthquake in Pakistan.

armed conflict over control of water sources. Agriculture will be disrupted in many countries, and the incidence of hunger and famine could increase.

Poverty

More than 1.2 billion people survive on less than \$1 a day. People and communities that live in a state of extreme poverty are more vulnerable to disasters. They tend to live in buildings that are poorly constructed, and on dangerous areas of land such as flood plains, steep slopes and riverbanks. People living in poverty rarely have insurance for property damage; when a disaster strikes, their losses cannot be recovered.

Governments of developing countries lack the resources to adequately prepare for disasters or respond to the needs of victims in disaster situations. Early warning systems, which could prevent deaths and injuries, are poor or non-existent. Emergency services, such as ambulances or hospitals, are often inadequate to respond to situations with massive casualties.

When a disaster strikes in a developing country, it can cause major setbacks to economic and social development programs. When infrastructure such as schools, health clinics or clean water systems are destroyed in a disaster, development efforts are slowed. Furthermore, the cost of reconstruction efforts following a disaster can divert funds that would otherwise be used for poverty-reduction programs.

I. Disasters: Cause and Effect

Armed conflict

War is a major cause of human distress and complex humanitarian emergencies. In 2004, the number of armed conflicts totaled 32 in 26 countries according to a report by Project Ploughshares. While these figures help to confirm a trend of general decline in the number of wars over the past decade, millions of civilians continue to be harmed, killed or displaced by armed conflict.

In situations of ethnic cleansing or genocide, entire communities or groups are targeted in order to clear contested land and terrorize the enemy. This leads to situations where entire populations are displaced from their homes and are living in camps for internally displaced persons (IDPs) or refugee camps. The UN estimates that today there are 25 million IDPs globally as a result of armed conflict and persecution. This number is in addition to the 25 million people displaced by natural disasters. The large majority of these displaced people are women and children.

Armed conflict often results in food shortages and famine when agricultural infrastructure and development work are destroyed. Even years after a war, agricultural land may still be infested with anti-personnel mines or unexploded artillery, making food production difficult or impossible.

Population pressure

As population increases, so do needs, and the pressure we put on the earth's resources. World population reached six billion in 1999—an increase of one billion in just 12 years. Even though the global birthrate is slowing, the UN predicts the earth will carry between 7.28 and 8.38 billion people by 2025.

A growing population demands more food, shelter, water and energy. Due to increasing personal consumption, the stress placed on the earth is far greater in the industrialized world than in the developing countries. Americans consume water at more than three times the global average, and use approximately 6.25 times as much energy. According to the UN, a child born in a rich nation such as Canada will have an impact on the environment 30 to 50 times greater than that of a child born in a developing country.

Impacts of disaster

We know the immediate effects of disaster via the medium of television: death, injuries, loss of homes, displacement of families, etc. Other impacts are less obvious—they unfold after the cameras have left.

Disease

In the aftermath of disaster, tens of thousands may crowd inadequate emergency shelters. With so many people concentrated in areas with inadequate sanitation and limited food and medicine, infectious diseases like dysentery or cholera can spread quickly, adding to the toll of death and misery.

Hunger

When populations are suddenly uprooted, they lose their means to support themselves. Food may be scarce where farmland has been lost or supplies disrupted. These factors can lead to hunger persisting well beyond the crisis stage.

Loss of infrastructure

In developing countries, infrastructure (i.e., roads, schools and hospitals, communication and power systems) is limited and precious. Disasters can reverse years of development work. Rebuilding infrastructure is vital but costly. It is the most under-funded aspect of emergency response.

Impacts on women and children

The hardest hit in a disaster tend to be the poorest and most vulnerable—children, the elderly, pregnant women, and the homeless. Young women are more physically vulnerable because of their reproductive roles. Discrimination in food allocation to favour men can mean that women are the first to suffer anemia and hunger, which in turn harms nursing babies and unborn children.

Among civilians affected by armed conflict, women and children are at greatest risk. In conflict, women are at risk of rape, sexually transmitted diseases and unwanted pregnancy. When husbands and fathers die in the fighting, women, and in some cases children, become the sole economic providers for their families.

2. Humanitarian Assistance: A Global Commitment

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Increasingly, we see ourselves as global citizens, bearing rights and responsibilities in the world at large. Through global trade, immigration and instant communication, the effects of a disaster are never far from our own door. And in a globally interdependent world, our own prosperity is best achieved when others reach their full potential.

Compelled to act

The moral imperative

For many working in humanitarian assistance, the imperative to act is a moral one. It may stem from a faith basis, as in the case of World Vision, or from a belief in our common humanity, and a deep commitment to caring for others. Motivated in this way, people are compelled to act wherever the need may arise.

A human-rights approach

Increasingly, disaster response agencies are adopting a rights-based imperative for their work. It argues that meeting people's essential needs and restoring life with dignity are core principles for humanity. This approach gives emergency response a more concrete human-rights foundation, thereby obliging governments to allow humanitarian interventions. This can be important in some conflict situations.

Media influences

The public response to global disasters tends to be inconsistent and uneven from one disaster to the next. While some generate widespread media attention and a high level of funding for response efforts, others gain very little attention or response from the global community. Jan Egelend, United Nations Under-Secretary-General for Humanitarian Affairs, says, "In 2005, a year of unprecedented disasters, we have been tested like never before. Too often the funds available for humanitarian assistance resemble a lottery in which some win but most lose. This is unacceptable."

According to Stephen Matthews, emergency response communications manager for World Vision, "When [armed conflict in Kosovo] became a major issue in the news media, the funds started to flow in and we raised \$4.7 million. But at the same time we had equally bad if not worse scenarios happening around the world ... flooding in Venezuela ... the monsoon cyclone that hit Orrisa, India, ... and [the civil war] in Sierra Leone. Because none of those was given any extensive coverage in the news media, fundraising dollars were miniscule. And those



A tsunami-affected family in India receives a replacement sewing machine.

disasters, in terms of property destruction, loss of life and injury, far outstripped anything that happened in Kosovo."

To act or not to act? How nations weigh their response

Political and pragmatic factors shape how nations respond to emergencies. Decision-makers weigh hard-nosed questions such as:

- Is the region an important trading partner?
- Is it an ally on important issues?
- Do we share historical ties?
- How well is this country able to cope?
- Will it use our help wisely?
- Is it located in a strategically important area?
- Are civilians bearing the brunt of the disaster?
- Is there public pressure to react?

Human security

One of the pillars of Canadian foreign policy in recent years has been the doctrine of human security, which focuses on the security of people. This is a departure from the norms of international relations, which have long emphasized the security of the state. This increases the impetus to act where the protection of civilians is critical. More on human security can be found on the Department of Foreign Affairs Human Security site (<http://www.humansecurity.gc.ca>).

Meeting basic human needs

The Canadian International Development Agency (CIDA) is responsible for Canada's official development assistance. Responding to emergencies with humanitarian assistance is one way in which Canada contributes to meeting basic human needs, one of CIDA's program priorities. More information on CIDA's emergency response efforts can be found at its web site (<http://www.acdi-cida.gc.ca>).

2. Humanitarian Assistance: A Global Commitment

Major disasters worldwide

The following table categorizes disasters and complex emergencies that World Vision responded to in 2004 and 2005. Some of these response efforts continue in 2006 and beyond. Each disaster affected a minimum of 10,000 people.

Primary criteria for determining category levels:

Category 1: 100,000 or fewer people are affected by the emergency; livelihoods are threatened; development potential is threatened.

Category 2: between 100,000 and 1 million people are affected, or 25—50 per cent of the population; there is potential for increasing rates of death or disease.

Category 3: 1 million people or more, or 50 per cent of the population, are affected; high death or disease rates have occurred or are projected.

Location	Time Period of Response	Nature of Crisis	Category Level
Afghanistan	2004/05	Conflict/drought	III
Angola	Ongoing	Conflict	III
Burundi	Ongoing	Conflict	II
Chad	2004	Conflict (refugee influx)	III
Dominican Republic	2004/05	Flooding	II
DR Congo—east	Ongoing	Conflict	III
El Salvador	2005/06	Hurricane	II
Ethiopia	2004/05	Food crisis	II
Granada	2004	Hurricane	II
Guatemala	2005/06	Hurricane	II
Haiti	2004/05	Conflict, hurricane & flooding	II
India	2004/05/06	Tsunami	III
Indonesia	2004/05/06	Tsunami	III
Iran	2004	Earthquake	III
Iraq	2004	Conflict	III
Jamaica	2004	Hurricane	II
Kenya	2004/05	Food crisis	II/III
Lesotho	2004/05	Food crisis	III
Liberia	2004/05	Conflict	III
Malawi	2004/05	Food crisis	III
Mauritania	2005	Food crisis	II
Mozambique	2004/05	Food crisis	II/III
Niger	2004/05	Food crisis	II
Pakistan	2005/06	Earthquake	III
Philippines	2004/05	Typhoon	I
Somalia	2004	Conflict	III
Sri Lanka	2004/05/06	Tsunami	III
Sudan—Darfur	Ongoing	Conflict	III
Sudan—south	2004	Conflict	III
Swaziland	2004/05	Food crisis	III
Thailand	2004/05/06	Tsunami	II
Uganda—north	Ongoing	Conflict	III
Zambia	2004	Food crisis	III
Zimbabwe	2004/05	Food crisis	III

3. Responding to Disaster: The World Vision Model

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World Vision has been responding to emergencies for over 40 years. The organization has learned the value of working with partners in the field, and of having good emergency response contingency plans in place. These learnings are highlighted in this section.

Those affected lead the way

“A disaster is defined by a community’s ability to cope, not by an event,” says Rupen Das, former team leader for World Vision Canada’s Humanitarian Assistance Team. “The country facing the disaster calls the shots. The best decisions are made by the people who are closest to the action. We walk alongside them; we are involved, but they are the implementers.”

When a disaster hits, World Vision Canada (WVC) instantly makes contact with its field partners. Together, they determine appropriate response efforts. At the same time, fundraising from individuals, corporations and the Canadian International Development Agency (CIDA) begins.

Except for gifts-in-kind specific to emergency response (like medicine and clothing), WVC sends only funding so that supplies can be purchased locally. This is the cheapest and quickest way to get goods on site while helping to support local economies.

World Vision emergency response strategy

Immediate response

The first objective is to have **basic supplies**—food, clean water and emergency health care—begin to arrive within 24 hours. Other goods and services then arrive in three phases:

Phase 1

World Vision rushes **fly-away kits**, (FLAK) which can sustain people for seven days, to the disaster site. Initial FLAK modules contain life-saving articles, such as blankets, drinking containers, soap, cooking sets, high nutrition biscuits and plastic tarps. Other FLAK modules contain personal hygiene items, emergency food, search-and-rescue equipment, medical and power equipment, shelter and communications equipment.



World Vision staff deliver food aid during Kenyan drought.

Phase 2

The next phase involves **family survival kits**, which can sustain families for up to 30 days. These kits have four components: 1) blankets; 2) water purification tablets, containers, cookware, candles and soap; 3) emergency food; and 4) emergency shelter.

Phase 3

The focus then moves to **rehabilitation**. This often begins with agricultural assistance to ensure an adequate supply of food. World Vision distributes seeds and tools, and provides agricultural training to help with the next planting season. Other elements of long-term development include access to clean water, primary health care, food security, literacy training, microenterprise development and housing reconstruction. Reconciliation and peace-building are sometimes included in conflict-prone areas.

4. After the Emergency: Responding for the Long Term

Working in partnership

World Vision operates in almost 90 countries throughout Asia, Africa and Latin America. There is a strong need for **partnership with other NGOs and governments**. According to Rupen Das, “It is important to work with other agencies on the ground, not only to have wider coverage, but also to utilize the strengths of different agencies. One agency may be strong in supplying water, another in health care, another in food delivery. It is important that we are working together so there is no duplication.”

In 2003, World Vision worked together with two other agencies to support relief efforts to Ankoro, a community along the Congo River in the Democratic Republic of Congo. After a battle destroyed their town, the community of 62,000 people had been cut off from food and supplies for months. Through combined efforts, three agencies were able to facilitate the delivery of food and supplies to this community. The UN monitoring force negotiated with the rebels for permission for World Vision to pass through their territory safely. The World Food Programme provided the food, and World Vision transported and delivered the goods.

WVC is a member of the **Policy and Action Group on Emergency Relief** (PAGER), which meets quarterly. Members include CARE, OXFAM, the Canadian Red Cross, CIDA, DFAIT (Department of Foreign Affairs and Trade), and other humanitarian agencies. PAGER members trade relief expertise, discuss policy issues and share long-term development concerns.



People cheer as a shipment of food arrives at the Ankoro docks in the Democratic Republic of Congo.

From disaster to development: A detailed response plan

- 1. Trigger point:** Natural disaster and/or social breakdown provokes a crisis.
- 2. Within 2-3 hours:** WVC contacts the national office where the event occurred to determine severity and need.
- 3. Within 24 hours:** Local aid workers begin assisting the affected population and the World Vision Rapid Response Team (RRT) is mobilized for action. In Canada, public fundraising begins.
- 4. Within 72 hours:** RRT members arrive at the disaster site, assess needs, liaise with government and relief groups, determine human-rights issues and provide media contacts. Canadian office develops CIDA funding proposals and seeks gifts-in-kind.
- 5. In first seven days:** FLAK packs arrive to supplement emergency goods purchased locally.
- 6. Within 30 days:** Family survival kits arrive if necessary, while basics such as safe water, food, health care and shelter are provided.
- 7. After 90 days:** Attention shifts from survival to rebuilding and reintegration. Transition phase focuses on agricultural production, access to clean water, health care and rebuilding educational facilities.
- 8. Ongoing disaster mitigation:** Steps are taken to reduce the impact of disasters when they occur. These include improved infrastructure, environmental protection, animal vaccination, improved shelter and peace-building.
- 9. Ongoing disaster preparedness:** Steps are also taken to prepare for impending disasters. Efforts include stockpiling goods in disaster-prone areas and building relationships with local and international agencies to work together in crisis response.

4. After the Emergency: Responding for the Long Term

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In the ideal world, emergency response is integrated with development—programs that gradually improve people’s economic and social well-being. This model leads to long-term sustainable change that should help avoid the recurring need for relief. But emergencies, by their nature, do not usually fit “the ideal world.”

In **Mozambique**, World Vision provided aid during 15 years of civil war. The end of the war held promise—the beginning of long-term development work. Then, in 2000, just as Mozambicans were making progress, severe flooding devastated parts of the country submerging farmland and washing away crops and livestock. Suddenly, the nation was back in crisis mode again.

Such devastation points to the need for long-term commitment by donors and development agencies to see people through the emergency and back on the path of sustainable development.

Disaster mitigation and preparedness

Disaster mitigation reduces the impact of expected disasters. In regions where emergencies are recurring or cyclical, preventative steps can be taken to minimize the damage when a disaster does occur.

In 2002, World Vision worked to improve food security in countries in Southern Africa to help mitigate the pending humanitarian disaster due to a combination of factors including droughts, floods, HIV/AIDS and political issues. Food aid and agricultural recovery programs were initiated in Zambia and Zimbabwe. Nutritionists are at work in the region to continue to research ways to avert potential disasters caused by food shortages.

Disaster preparedness are efforts best explained by the motto “Be Prepared!”

They include:

- mapping potential threats and vulnerable areas
- monitoring for early warning signs of impending disaster
- identifying communities at risk
- teaching vulnerable groups how to respond to disaster
- developing emergency support networks
- stockpiling emergency supplies

World Vision monitors global hot spots daily through news agencies, web sites, weather channels, relief bulletins and regular contact with the field. This helps the organization predict natural disaster sites, monitor slow-onset crises, and pre-plan its response. Find a list of the same relief web sites the experts use in the “What You Can Do” section.

WV has also developed a **global emergency pre-positioning distribution system**. Stockpiled emergency relief equipment, vehicles and supplies in three centres—in Europe, Asia, and North America—enable a response within 48 hours of a major disaster anywhere in the world.

A need for long-term commitment

A key issue faced by development organizations today is the tension between fundraising for long-term development and fundraising for emergency response. The public gives generously when crises occur, but less so to long-term development work that can help prevent disasters from occurring.

To Dave Toycen, president of World Vision Canada, the issue is one of long-term commitment, “In the heat of a crisis, hundreds of aid agencies set up shop and dollars flow freely to get relief to desperate people. But a year later... the money has dried up and only a handful of agencies remain. One thing I’ve learned... is the importance of staying with a community for the long haul—through relief into development and back again, if need be.”

5. Case Study: World Vision's Response to the Asian Tsunami

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World Vision provides food, shelter, education and fishing equipment for those affected by the tsunami.

On December 26, 2004, an undersea earthquake in the Indian Ocean resulted in a massive wave, also known as a “tsunami”, hitting the surrounding coastlines. Countries hardest hit were Indonesia, Sri Lanka, India and Thailand. The tsunami killed over 220,000 people and left millions more without clean water, supplies or shelter. In some places, the wave reached five kilometres inland, leveling buildings, carrying off people, snapping palm trees and leaving boats far inland when the wave retreated.

Scenes and stories filled the Canadian and international media for weeks. The images of bodies and debris following the Asian tsunami were powerful ones and resulted in an exceptional response from the global community. Fundraising efforts began within the first week after the tsunami hit, and donations from individuals and governments flowed in at unprecedented levels. The response from Canadians to the victims of the tsunami was overwhelmingly generous. Canadians gave \$32.7 million to support World Vision's emergency response and reconstruction. With a match from the Canadian government, the total was brought to over \$50 million. Internationally, US\$3 billion were donated to tsunami relief efforts.

Coordinating an international response

World Vision formed an Asian Tsunami Response Team (ATRT) to plan and coordinate response efforts. The ATRT developed four pillars of response, which outline short term and longer term initiatives to provide relief, rehabilitation and reconstruction in the devastated areas.

The four pillars of response are:

1. Emergency Response
2. Social/Community Recovery
3. Economic Development
4. Infrastructure Rehabilitation

While emergency response activities were completed within the first three months after the tsunami, full implementation of the other pillars is ongoing and will require three to five years.

5. Case Study: World Vision's Response to the Asian Tsunami

1. Emergency Response

The scale of the tsunami's impact complicated response efforts; communication channels were cut and roads were washed away making relief efforts challenging in the immediate aftermath. In some areas, local groups were able to respond quickly and effectively before international agencies arrived. In Tamil Nadu, a tsunami-affected province in the south of India, civil society groups set up local information networks, identified needs and advocated with the government for resources to meet these needs.

World Vision, other international relief agencies and governments launched massive response efforts in the days following the tsunami. Emergency response teams leapt into action to provide food, temporary shelter, emergency health supplies, water sanitation units and psychosocial counseling. Over 400,000 people benefited from World Vision's relief efforts in the days and weeks following the tsunami. World Vision distributed food, water purifiers, tents, hygiene kits and cooking pots in the first days and weeks. Psychosocial counseling was made available and child-friendly spaces were set up.

2. Social/Community Recovery

Banda Aceh, the provincial capital of Aceh, Indonesia, was a city of 300,000 people before the tsunami hit. The tsunami killed 40 per cent of its population and left over a hundred thousand others without homes and livelihoods. In addition to the massive physical damage to the environment and infrastructure, the tsunami resulted in deep psychological damage in individuals, families and communities. Survivors were traumatized after watching loved ones being swept away by the waves. Children who were left orphaned or with only one parent were particularly vulnerable.

World Vision set up child-friendly spaces within the first two weeks after the tsunami hit to provide children with a safe place to play and talk to other children. Through these settings children were soon able to begin participating in structured educational activities and receive the counseling and support they needed. Social rehabilitation was also provided for families and the elderly. Health and nutrition centres were established, and educational support was made available. Plans have also been made for environmental recovery and resettlement of families and communities.

3. Economic Development

In Aceh, the hardest hit province in Indonesia, hundreds of thousands of coastal dwelling people relied on fishing for their livelihoods before the tsunami hit. As a result of the devastation caused by the tsunami, 70 per cent of the fishing industry was destroyed. Communities in Sri Lanka, India and Thailand experienced a similar loss of jobs and livelihoods in their fishing and agricultural industries. To address this loss, World Vision partnered with local people and communities to outline a plan for small business recovery, agricultural recovery, fishing industry recovery and skills training for people who lost their jobs and livelihoods.

Lisa Jackinsky, a member of the Microenterprise Development Team for World Vision, describes the situation in Banda Aceh, "I talked with fishermen and rice farmers and market traders in Internally Displaced Persons camps. They are eager to go back to work. They have food. They have water. They have shelter—the things that they need for physical survival. But they have nowhere to go and nothing to do. They have lost their sense of dignity and they sit in the camps and wait." Economic recovery is not only a way to help people rebuild their livelihoods, but also has important psychological benefits for survivors.

4. Infrastructure Rehabilitation

The tsunami destroyed houses, schools, health centres, businesses and entire villages. It damaged roads and transportation systems, communication networks, and water and sanitation systems. The infrastructure in affected regions was decimated. An important part of World Vision's response efforts has been building temporary and permanent housing for families, repairing damaged clinics and schools, and repairing and replacing water storage tanks, wells and latrines in affected areas.

The multi-faceted response from humanitarian agencies has helped Indonesia, Sri Lanka, India, Thailand and other affected areas rebuild following the tsunami. Lessons learned from this response effort have started to emerge and will help to guide future emergency response efforts.

6. What You Can Do

Support development and emergency response work

When disaster strikes, the public responds generously to images of suffering. However, the critical but less glamorous work of rebuilding after a disaster remains woefully underfunded. Reconstruction and rehabilitation are critical to restoring security and well-being to people's lives. Through ongoing development work—providing clean water, health care, education, agricultural and vocational training—we help bring long-term stability to vulnerable communities.

You can:

- support ongoing development by sponsoring a child and his or her community through World Vision's Child Sponsorship Program
- organize or take part in a 30 Hour Famine fundraiser
- make a donation to World Vision emergency response in countries around the world

Increase your own disaster preparedness

Disasters also strike close to home. You can help yourself and others in emergency situations with basic emergency response training. Several organizations offer courses in first aid, including the Canadian Red Cross (<http://www.redcross.ca>) and St John Ambulance (<http://www.sja.ca>).

Learn more

World Vision Canada has a number of educational resources related to emergency response and community development listed at worldvision.ca/resources.

Join the World Vision Youth Network

Be part of a nation-wide movement of young people who want to stay informed and make a difference. For more details or to signup, go to www.worldvision.ca/youth or send an e-mail to global_ed@worldvision.ca.

Check out the following related sites

- The official relief site of the United Nations Office for the Coordination of Humanitarian Relief (www.reliefweb.int) is an excellent source of information on current and emerging crises. It includes the latest news items on disaster situations, country-specific data and maps, and a comprehensive list of relief and development organizations around the world.

- AlertNet (www.alertnet.org) is a Reuters site that provides quick, reliable information from the field for both the public and relief workers. It includes an interactive map and satellite images of weather-related disasters.
- The Canadian Red Cross site, (www.redcross.ca), offers disaster preparedness information, curriculum for school groups and emergency kits to help Canadians prepare for and respond to disasters.
- The Wikipedia, a free on-line encyclopedia, (http://en.wikipedia.org/wiki/List_of_disasters) offers a comprehensive list of both natural and human-made disasters that have occurred from pre-historic times to the present. Information on the characteristics of the disaster, damage, casualties and response efforts is also provided.
- Environment Canada's Climate Change site (www.ec.gc.ca/climate) provides information on the impacts of global warming, what Canada is doing in this area and links to additional resources.
- Medecins Sans Frontieres/Doctors Without Borders (www.msf.org) specializes in providing medical relief in disaster and conflict zones around the world. They maintain an annual list of "top 10" under-reported humanitarian stories.
- Project Ploughshares (www.ploughshares.ca) provides an update on conflicts around the world in its Armed Conflict Report.
- The Population Reference Bureau online database (www.prb.org) provides information on population, health, environment and other development indicators for over 200 countries.

Share what you know

Use these resources to inform yourself and educate others in your community. Check out ideas for teachers on pages 21–23 and youth group exercises on pages 17–20.

A. Student Exercises

1. Disaster: Cause and Effect

Knowledge/Understanding

1. Give two recent examples of:
 - a) a natural disaster,
 - b) a human-made disaster, and
 - c) a complex humanitarian emergency.
2. What do you think may be some of the extra challenges posed to relief operations in complex humanitarian emergencies?
3. What are the main impacts of population growth on industrial nations? How do these pressures affect the world? What are the main impacts of population growth in the developing world? How do these pressures affect the world?
4. Which of the main trends contributing to the occurrence of disaster are of greatest concern in Canada?
5. How are the impacts of disaster likely to differ between wealthy and poor nations?

Inquiry/Communication

- A. Using the example of a recent natural or human-made disaster, research and analyze factors that contributed to the crisis. What role did local geography play in the disaster? What role did natural occurrences play? What role did human activity play? How did local conditions shape the impacts of the disaster? Several Internet sources on recent disasters can be found in the “What You Can Do” section, page 12.
- B. Research and discuss the topic of global interdependence, using the example of emergency relief. How do activities in one part of the world contribute to the occurrence of disaster in other regions? How are the impacts of disaster in one part of the world felt in others? In what ways do nations cooperate in providing emergency relief?

Take action

A significant amount of climate change is due to energy use that is fuelled by consumption. You can help by limiting your own waste and consumption. To identify areas that you can improve, begin by taking the ecological footprint quiz at www.ecofoot.org.

A. Student Exercises

2. Humanitarian Assistance: A Global Commitment

Knowledge/Understanding

1. What are your personal beliefs about our obligation to help others in disaster situations?
2. Consider Stephen Matthews' comments about the influence of media on emergency response (under "Media influences", page 5). To what extent do you think this is true for your personal response? How can we move beyond simply reacting to disasters highlighted in the news?
3. Review the list of constraints that can influence a nation's response to an overseas emergency. Are they valid? Should there be limits on our response to disasters in other countries?
4. Locate the sites summarized in the chart of major disasters worldwide using a globe or map.

Inquiry/Communication

- A.** Research and define global citizenship in your own words. Explain its implications for emergency response. The following resources may be helpful:
- World Vision's curriculum for global citizenship at www.worldvision.ca/resources
 - Oxfam's curriculum for global citizenship at www.oxfam.org.uk/coolplanet/
 - United Nations Universal Declaration of Human Rights at www.un.org/rights
 - UNICEF's explanation of the Convention on the Rights of the Child at www.unicef.org/crc
- B.** Using the table presented in this section and the list of disasters provided on the Wikipedia site (http://en.wikipedia.org/wiki/List_of_disasters) or in other sources, choose two disasters on different continents and compare the local and international aid effort. What was the role of the national government? What did foreign governments contribute? What was Canada's response? What was the role of local and international non-governmental organizations? What role did multilateral and regional bodies, such as the UN, the Organization of American States or the Organization of African Unity play? What factors likely determined the extent of involvement of each of these players?

Take action

Identify a current emergency response effort underway. Research which Canadian organizations are involved, and how you can contribute to their effort. Consider working with a church or school group to raise awareness and funds for humanitarian assistance.

A. Student Exercises

3. Responding to Disaster: The World Vision Model

Knowledge/Understanding

1. What are some of the advantages local emergency response teams have compared to international response teams?
2. Why do you think it is better to purchase relief supplies locally than to import them? What impact might an influx of imported emergency supplies have on the local economy?
3. What are some of the advantages of partnership between different humanitarian aid organizations and government agencies?
4. At what phase of response does the emphasis shift toward restoring self-reliance? What local conditions might affect when this happens?

Inquiry/Communication

- A. Mounting relief efforts require many different kinds of expertise—from communications to logistics coordination to medical and technical help. Using the AlertNet Jobs site (<http://www.alertnet.org/thepeople/jobs/index.htm>) and other sources, identify and describe some of the main occupations associated with humanitarian assistance.
- B. Using the web sites listed on page 12, research how Canadians can help in times of international emergencies. Summarize and present a list of recommended “dos and don’ts”.

Take action

Interested in a career involving relief and development work? Find out more about the training and experience needed for one of the occupations identified through your research above. Identify education and training programs that can help you become qualified. A first step toward building your qualifications could be volunteer work with a local organization. Youth international internship opportunities can be found through CIDA (<http://www.acdi-cida.gc.ca/youth>). Your school’s guidance counsellor or career education teacher can help you plan for a career in humanitarian assistance.

A. Student Exercises

4. After the Emergency: Responding for the Long Term and Case Study: World Vision's Response to the Asian Tsunami

Knowledge/Understanding

1. What is the difference between disaster mitigation and disaster preparedness? Give an example of each.
2. What are some ways in which disasters affect long-term development?
3. Describe the emergency response efforts by international agencies in the first 48 hours following the tsunami. What challenges do agencies face in responding to disasters in these ways?
4. Describe some of the social, economic and infrastructure impacts of the tsunami in affected areas.
5. How is World Vision responding to each of these areas of impact?

Inquiry/Communication

- A. Explore the U.S. Geological Survey Earthquake Hazards Program web site (www.earthquake.usgs.gov/) to learn about earthquake magnitudes. Research and present your findings on the magnitude levels of the major earthquakes in recent years and how these levels impact the degree of devastation caused by an earthquake.
- B. Research and present your findings on media responses to the tsunami and its aftermath. What was the media's role in the tsunami alert system? What was the media's role in generating aid for tsunami relief efforts? See the AsiaMedia Tsunami coverage web site (<http://www.asiamedia.ucla.edu/tsunami/>) for a compilation of media press and reviews of media performance during the tsunami. A directory of internet resources on the tsunami disaster and relief efforts are available at <http://newton.uor.edu/Departments&Programs/AsianStudiesDept/tsunami.html>.

Take action

Would you know what to do if a disaster occurred in your area? Would you be able to help others? Think about what your family would need to survive for one week if disaster were to isolate you from the outside world. What skills would be useful in such a situation?

Make a disaster preparedness plan. Consider developing emergency response skills by taking a first-aid course.

B. Youth Group Activities

Stones in a pond

Objectives:

- to help participants imagine the impacts of disasters
- to explore the concept of interdependence
- to identify different motives for emergency response

Suggested time:

30-40 minutes

You will need:

Flipchart paper, tape and markers or blackboard and chalk

Prepare:

Using the “World Vision’s Response to the Asian Tsunami” case study, discuss the short and long-term response to the tsunami. Then present the following scenario.

Scenario:

The area you live in is struck by a series of devastating tornadoes. Your community and several neighbouring towns are cut off from the outside world. Roads and bridges are knocked out; power and telephone lines are toppled; many buildings are severely damaged; an unknown number of people are dead or missing; hundreds require medical attention. It takes a week for basic power, communication and transportation to be restored. Repairs to roads, bridges, homes and other buildings take months.

Create a “pond” diagram:

Note: if using flipchart paper, you may wish to tape two or more papers to a wall for a larger working space. Brainstorm the different impacts the tornadoes might have on their families with the participants. List these randomly on the paper or blackboard, like “stones” dropping near the centre of the “pond.” Next, brainstorm ways the disaster might directly and indirectly affect the community. Mark these “stones” around the first set of impacts, moving out from the centre. Finally, around the outside of the paper or blackboard, mark the “stones” of effects the disaster might have nationally and internationally.

“Animate” the diagram:

Draw “ripple lines” to show how the various impacts listed affect one another. Use arrows to indicate their direction. For example, injuries in your family will have a negative impact on being able to help others in the community; media coverage outside the community may cause people to send funds or volunteer to help rebuild damaged infrastructure. As the group begins to show the secondary or ripple effects of disaster, you may need to mark new stones (impacts) on the pond. By the end, you should have a fairly cluttered drawing!

B. Youth Group Activities

Talk about it:

Discuss what you learned by drawing “stones” and “ripples”:

- What happens to the community when individual members lose the ability to care for themselves?
- What happens to individuals in the community when services are disrupted and infrastructure is destroyed?
- What happens at the national and international level? What impact does breakdown at the inner circles have on the bigger picture? What effect do outside players—governments, organizations and individuals—have on the more directly hit players—the community and individual families?
- Where are the greatest positive ripple effects? (Generally, at the family and community level outside help is very important, but the greatest effort comes from the people directly involved.)

Discuss the motives different actors have for responding to the disaster. What prompts people to help others at each level? What are some of the pragmatic motives? What ethical or faith-based reasons might people give for helping?

News Cast

Objectives:

- to increase participants’ awareness of lesser known humanitarian disasters
- to explore the role of the media in shaping our perceptions of humanitarian crises
- to identify alternative methods of raising awareness of relief and development priorities

Suggested time:

60-70 minutes.

You will need:

Improvised props to suggest overseas disaster scene and news crew (optional); video camera (if available). Do the activity together or in small groups, depending upon the size and dynamics of your group.

Prepare:

Choose a lesser-known humanitarian crisis, such as the ongoing conflict in Colombia, the food security crisis in Niger or the combination of drought and conflict that afflicts much of Sudan. Information on these and other disasters can be found on several of the sites listed in the “What You Can Do” section on page 12. Provide copies of useful background information on the chosen disaster.

Background discussion:

Youth will play the role of a news team or teams responsible for bringing this lesser-known crisis to the attention of the Canadian public. Discuss the crisis you have selected with the group. Highlight important aspects of the crisis. Ask youth to decide what key messages the public should receive.

B. Youth Group Activities

Role-play:

Tell the youth they have been granted a three-minute news segment in which to tell their story. Begin the exercise with an editorial meeting: What response are you trying to achieve? How will you tell the story to have Canadians respond the way you desire? Who will you talk to? What images will you use? What will your reporter say?

Role-play the story-gathering, with youth playing various roles: from reporters and camera operators to civilians, government officials and relief workers. Encourage youth to creatively dramatize their parts—for example, an ambitious camera operator, a distraught family, a vote-seeking politician. Youth not directly involved in the role-play will be the television audience. If a video camera is available, tape your newscast.

Talk about it:

Discuss how it felt to be in the various roles:

- As newscasters, how did it feel to be responsible for telling this story to Canadians?
- As local citizens, were you satisfied with how the story was gathered and presented?
- Do relief workers feel the media properly captured the essence of the disaster?

Discuss the newscast itself and the process undertaken:

- Is a three-minute format longer or shorter than the average television news segment? What were the drawbacks of working within this timeline?
- How were local people depicted? Did you include images of residents responding to the crisis, or did you show only the international response?
- Which images did you use? Why? Did you show “good news” images or images of suffering? Discuss the pros and cons of various types of images.

If the newscast was videotaped, share it with friends, family members or classmates, and ask for their impressions. Were they aware of the disaster before they saw your newscast? What impressions did the video leave with them?

With your group, discuss other ways information about humanitarian crises can be shared with the Canadian public:

- What are the advantages and disadvantages of newscasts as a way of spreading news? What advantages do other means offer?
- What are some ways in which groups such as yours can help to inform others?

A Biblical reflection for Christian groups

A faith connection

An emergency response worker may read the Bible a bit differently than other readers. For example, she or he may:

- read the story of Abram and Lot and see refugees driven out of their land by food shortages (Genesis 13:5-12)
- read about Joseph in Egypt and see a story of disaster preparedness (Genesis 41:46-57)

B. Youth Group Activities

- see in the Nehemiah story the rehabilitation stage of a recovery program (Nehemiah 1:3ff)
- recognize in Jesus a fellow humanitarian assistance worker, distributing emergency food rations to the 5,000, providing medical relief to countless numbers of invalids and disabled, calming disaster-level storms on the Sea of Galilee (OK, so emergency response today is not quite at the point of calming storms ...).

Christian emergency response workers find inspiration for their work knowing that God is a loving being who cares for people and for all of creation. In the Exodus story, God told Moses, “I have heard the cry of my people, I know their sufferings, and I will respond” (paraphrased, Exodus 3:7-10). In Romans 8:19-25, the Apostle Paul tells us that “creation itself will be set free from its bondage to decay and will obtain the freedom of the glory of the children of God.” Jesus could not pass by someone in distress without meeting their need, whether it was the servant of a centurion (Matthew 8: 5-13) or the masses of hungry people who could not supply their own food needs (Mark 6: 35-44).

Emergency workers also note that, in the Bible, God chooses to work through humans even when in emergency-response mode. God told Moses “I will send you to the Pharaoh to bring my people, the Israelites, out of Egypt” (Exodus 3:10). And in the face of the hungry multitudes Jesus first challenged the disciples, “You give them something to eat” (Mark 6:37).

Talk about it:

Brainstorm other examples of humanitarian assistance in the Bible.

God works through people when disaster hits. List the ways that people pitched in to assist others in tsunami-affected areas (see “Case Study: World Vision’s Response to the Asian Tsunami”). How can you be part of humanitarian assistance efforts?

The example of Joseph deals more with prevention than response. As Christians, what can we do to help prevent disasters? See “Disasters: Cause and Effect” and “What You Can Do” sections for starter ideas.

C. Teacher Notes

Emergency Response presents a comprehensive introduction to the causes and consequences of natural and human-made disasters, and explains how and why an international response is mounted. It is one of a series of topic sheets designed by World Vision to engage Canadians in global issues.

Topic sheets may be printed and distributed to students as class handouts. Links to relevant web sites are included in both content and assignment pages to provide up-to-date information from external sources.

Objectives

Emergency Response provides a current and compelling context for introducing and exploring several objectives of Senior Social Studies and Social Sciences courses across Canada:

- Physical and Human Geography
- World Studies
- Canadian History (Canada in the World)
- Civics (Citizenship in a Global Context)

After completing this topic sheet and related activities, students will be able to:

- discuss the impact of natural phenomena on human development, using the example of natural disasters.
- identify and describe factors related to human activities (climate change, armed conflict and population pressures) which contribute to the occurrence of both natural and human-made disasters.
- describe and evaluate emergency response as an aspect of humanitarian aid.
- identify some of the challenges facing developing nations and how these factors may limit their capacity to respond to emergencies.
- discuss the relationship between emergency response, disaster mitigation, disaster preparedness and long-term development.
- give examples of Canada's role in providing overseas emergency response, including the role of the Canadian International Development Agency (CIDA) and non-governmental organizations.
- demonstrate an understanding of the importance of Canada's global contributions.
- define and illustrate global citizenship using the example of emergency response.
- discuss global interdependence, using the example of emergency response.
- demonstrate awareness of how individuals can contribute to emergency response.
- identify careers related to humanitarian assistance.
- demonstrate proficiency in using the Internet as a research tool.

C. Teacher Notes

Student Exercises

Student Exercises are provided for each of the four major sections of this topic sheet. They may be used for assessment, enrichment, extension and extra support to meet the needs of mixed-ability classrooms.

There are three assignment categories:

- 1. Knowledge/Understanding** exercises evaluate basic comprehension and invite students to further analyze and express personal views on what they have read. Responses can be shared in class discussion.
- 2. Inquiry/Communication** exercises invite students to go beyond the given content, investigate a topic further, practice their Internet research skills and develop presentation skills in a variety of formats. It has been left to you to specify the format in which you would like students to present their findings, whether orally or in writing; in point-form or essay format; with or without visual support. In some cases, you may want to specify the use of a particular format, such as tables, or a software program such as PowerPoint.
- 3. Take Action** activities invite students to move beyond awareness to personal involvement—emphasizing the difference our actions can make, both locally and globally. As students follow up on these suggestions, they will be left with a sense that positive and concrete actions can be taken to address global challenges.

Assessment

- **Knowledge/Understanding** exercises can be used for initial diagnostic assessment. A student's level of basic comprehension will indicate areas that need reinforcement. Also, individuals who require extra support can be noted.
- **Inquiry/Communication** exercises can be used for formative or summative assessment, depending on the point you have reached in your teaching/learning cycle assignments. If a presentation is to be formally assessed, let students know in advance that it will count towards their final mark. Establish clear performance expectations.
- **Take Action** activities may be suitable for evaluation in provinces that include community involvement as a core or optional expectation in a given course of study.

C. Teacher Notes

Accommodating difference in the classroom

- **Knowledge/Understanding** questions may be discussed in groups before responses are shared with the entire class. Group interaction will assist those having difficulty with analytical thinking.
- The **Inquiry/Communication** sections include a range of difficulty in the scope of the assignments. Preview them and assign those best suited to the individual student's needs and abilities.
- The format you assign to the presentations in **Inquiry/Communication** may be adjusted to accommodate the needs and learning styles of different students. Consider assigning a more visual presentation accompanied by point-form text for ESL learners or others requiring extra support. Students can be asked for more detail on their conclusions in a follow up question-and-answer session.
- Students will vary widely in their skill in using various **computer applications**. All students should be able to independently investigate the Web links included in this document. Some may need assistance when assigned more open-ended research. Encourage more able students to go beyond the suggested links. Consider pairing less confident students with more experienced partners.
- You can reinforce **curriculum technology requirements** by asking students to use a variety of computer applications to prepare their presentations. This will also provide an additional level of challenge for enrichment or extension.

Supporting resources

Suggestions for additional Internet-based resources on this and related topics are provided in the “What You Can Do” section (page 12).

Feedback Form: Emergency Response

Feedback Form

We want to hear from you! Your feedback is important as we constantly strive to measure impact and improve our resources. Please fax or mail this form back to us. You can also send comments or lesson suggestions to global_ed@worldvision.ca.

Please send this form, along with any comments to:
Education and Public Engagement, World Vision Canada
1 World Drive Mississauga, ON L5T 2Y4
fax: (905) 696-2166 or
e-mail: global_ed@worldvision.ca *Thank you!*

1. Name of resource: _____

2. How did you learn about this resource? _____

3. With whom did you use the resource? _____

4. What were your objectives? _____

5. Please rate the effectiveness of this resource in helping you
to meet your objectives.
Not effective 1 2 3 4 Very effective

Comments: _____

6. Please evaluate the resource according to the following criteria.

Poor 1 2 3 4 Excellent

- Overall quality of the resource 1 2 3 4
- Clarity of facilitator instructions 1 2 3 4
- Breadth and depth of subject
matter covered 1 2 3 4
- Effectiveness of format/layout 1 2 3 4

Comments: _____

7. What did you find most useful? _____

8. What did you find least useful? _____

9. Please comment on any impact(s) you perceived from the use of this
resource (e.g., changed attitudes, actions taken by your group or yourself,
etc.). _____

World Vision Education and Public Engagement

World Vision is committed to raising the level of informed public opinion in Canada regarding global issues. Our goal is to help Canadians to engage effectively with social justice issues around the world. World Vision offers videos and printed teaching kits, along with our growing inventory of online resources. Please check out our online resource catalogue at www.worldvision.ca/resources.

We would like to hear from you. Please use our online feedback form to comment on this resource, or give us suggestions for future resources. If you have suggested teaching strategies for this resource, you can also share these using the feedback form.

Thanks!

from the Education and Public Engagement team.

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